DOCUMENT RESUME

ED 283 423 HE 020 396

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TITLE Professional Development Guidelines at a Four-Year College.
PUB DATE 30 Mar 87
NOTE 21p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Conferences; *Faculty Development; Grants; Higher Education; Improvement Programs; Professional Continuing Education; *Professional Development; Program Descriptions; Speeches; *Staff Development; *State Colleges; Workshops
IDENTIFIERS *Glenville State College WV

ABSTRACT

Professional development activities at Glenville State College, a small West Virginia liberal arts college, are discussed. The college's professional development committee awards funds for speakers/scholars, on-campus workshops, grants, professional meetings and conferences, and advanced study. A minimum of 20% of the 1987 funds will be committed for speakers/scholars. Proposals for study and research might relate to curricular improvements, new course development, publication, or implementing new teaching approaches. Funds may be provided to faculty and staff for reimbursement of tuition and fees for advanced study, usually graduate study. Faculty members must be pursuing study consistent with their positions at the college, and staff member's advanced study activity must benefit the college. Examples of acceptable professional development projects for each type of funding activity are provided. The following materials are appended: an application form for professional development funds, February 1987 minutes for the Professional Development Committee, and a sample report to the committee from a faculty member who received a professional development grant to attend a convention of the Southeastern Theatre Conference. (SW)

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PROFESSIONAL DEVELOPMENT GUIDELINES AT A FOUR-YEAR COLLEGE

by

Ronnie W. Faulkner

Chairman

Professional Development Committee

Glenville State College

Glenville, WV 26351

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INTRODUCTION

The Professional Development Committee of Glenville State College in West Virginia oversees the awarding of funds to both faculty and staff for professional development activities. The College, which has an enrollment of about 2000 students, has a full-time faculty and staff of approximately 224. The small size of the institution and guidelines of the West Virginia Board of Regents relative to equitability in professional development funding, have made a single professional development committee for the entire College community the best method for awarding funds. All campus groups are represented on the committee.

While the Professional Development Committee approves activities for funding, persons must still make application through regular state procedures in order to obtain reimbursement for expenses incurred. Also, financial exigency at the state level has had the effect of requiring the Committee from time to time to rescind approved expenditures. Nonetheless, it is hoped that the following information on the professional development activities of a small liberal arts college might serve as a guide for other colleges implementing professional development programs and guidelines.

Ronnie W. Faulkner

Chairman

Professional Development Cmt.

THE PROFESSIONAL DEVELOPMENT COMMITTEE OF GSC*

The Professional Development Committee of Glenville State College shall consist of:

The Vice President for Academic Affairs

The Vice President for Finance & Administration

4 Faculty

2 Professional Staff

2 Classified Staff

2 Students

The duties of the Professional Development Committee shall be to:

1. Review, study and implement programs relating to faculty, staff and administrative professional development.
2. Review and approve or reject applications for professional development.

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* Faculty includes both teaching faculty and librarians; Professional Staff includes primarily supervisory personnel reporting directly to one of three Vice-Presidents; and Classified Staff includes all other employees of the College.

GUIDELINES FOR FACULTY AND STAFF DEVELOPMENT

GLENVILLE STATE COLLEGE

Glenville State College encourages and supports the professional development of its faculty and staff. The following policy statement underscores the College's commitment to all professional development activities:

> Glenville State College recognizes the need for faculty and other professional staff to improve their skills, to find time for research and publication, and to pursue further graduate study or other activities designed to keep them abreast of developments in their respective fields. The College recognizes the fact that a productive, well-informed group of professional employees is necessary for the well-being of the College. Therefore, it will support professional development activities and will actively pursue ways to fund these activities. It will seek to administer the available funds fairly and equitably by involving the professional employees in all decisions regarding the distribution of funds and the allocation of time for the purpose of professional development.

The primary goal of professional development is to extend and enhance the competence of the individual faculty and staff members and thereby make a positive contribution to the development of Glenville State College and its students. In addition, such development activities should also make a contribution, insofar as possible, to the community, state and nation. They should fit within the overall mission of Glenville State College.

Professional development encompasses a number of broad areas. Among these are curriculum and instructional development, research and scholarship, and career development. The College will support a wide range of activities which promote improvement in these areas and which will contribute to the overall performance of its professional employees.

Responsibility for the awarding of all types of professional development grants shall be the responsibility of the Professional Development Committee. The Committee shall establish any allocations deemed necessary and shall award funds on a fair and equitable basis. For the period from January to December 1987 the Committee will award up to $15,000 for activities in accordance with the following guidelines:

A) Types of Activities Funded

1. Speakers/Scholars. Funds will be available to bring speakers and scholars to campus. Since a large number of faculty and staff can benefit from this kind of activity, the Committee encourages proposals in this area. A minimum of 20% will be committed to this particular activity. All persons proposing to bring in speakers and scholars should provide for said individuals to give a presentation before at least one forum open to the entire campus community. The Professional Development Committee will cooperate with the Cultural Affairs Committee in funding of outside speakers and scholars.

2. On-Campus Workshops. On-campus workshops in areas of current need can provide direct benefit to many faculty and staff. Possible activities might include such things as writing-across-the-curriculum, enrollment management, and new technologies that improve job performance. All applications for funding in this area should indicate detailed advanced planning, indicating times, dates, locations, and target audience. Approval of the proposal should be followed by full and adequate publicity for the event.

3. Grants. The Professional Development Committee invites proposals for study and research that are not aimed toward a graduate degree, but might relate to improvements in curriculum, new course development, publication, or the implementation of new teaching methodologies. All proposals from faculty for curriculum development should obtain the written support of the division chair. Funds awarded would be for purposes of reimbursement for expenses in carrying out the study and research.

4. Professional Meetings, Conferences, Workshops. The Professional Development Committee will award funds for reimbursement of expenses for travel for faculty and staff to attend professional meetings, conferences and workshops. Primary consideration will be given to requests involving either program participation or an activity that clearly enhances skills or knowledge in areas that are of critical importance to the institution. Special consideration will

be given to faculty and staff who have not attended a professional meeting or conference in the past year. Attendance at out-of-state meetings may be anticipated to cost between $500 and $800 per conference. The Professional Development Committee has discretion in awarding funds in excess of those amounts.

5. Advanced Study. Funds may be provided to faculty and staff for reimbursement of tuition and fees for advanced study (usually graduate study). Both faculty and staff are encouraged to utilize tuition waivers and other external funding sources wherever possible. If these aids are not available, the Committee may choose to award limited funds to help offset tuition and fees. In addition, the following rules apply:

> The Faculty member must be pursuing a program consistent with his/her position at Glenville State College. The program of study should be approved by the division chairperson and/or the Vice President for Academic Affairs.
>
> A Staff member's advanced study activity must provide a benefit to the institution as well as to the individual(s) involved; supervisors must approve and recommend individual requests for activity funding; and individual development activities must be job related, i.e. the activity must be required of the employee for job up-grading, re-training (at the institution's request) or for retaining one's employment position.

B) Request Procedures

A form for requesting professional development funds is available in the Academic Affairs Office. All persons seeking funds from the Professional Development Committee should use this form. If the activity involves out-of-state

travel, the request for out-of-state travel form should also be submitted. Reimbursements will be based on the actual cost of any activity, but in no instance may exceed the amount approved.

Deadlines. All requests, except for those involving conference attendance, should normally be submitted to the Academic Affairs Office according to the following schedule:

Time of Event	Deadline
Spring Semester	November 15
Fall Semester	July 15
Summer Term	April 15

Requests involving conference attendance should be submitted at least six weeks in advance of the activity. After receipt in the Academic Affairs Office, each request will be forwarded to the chairperson of the Professional Development Committee for action.

C) Reports to the Professional Development Committee

All persons awarded funding for professional development or persons responsible for bringing speakers to campus must file a written report with the Professional Development Committee indicating the success of the activity. Such reports should include what was gleaned from the activity and how this contributed to both the individual and the institution's development.

EXAMPLES OF ACCEPTABLE PROFESSIONAL DEVELOPMENT PROJECTS

The examples below apply for first time applicants and may not necessarily be relevant for an individual applying for second or third time funding of a similar activity in subsequent years.

1. Speakers/Scholars. A professor wishes to bring an outside scholar to campus to speak on a subject in the scholar's area of expertise. The professor notes the subject would be of interest and value to a broad audience (faculty, staff, and students), but acknowledges it is of special interest to persons in the Science and Math Division. He proposes class visitations as well as an open forum for the speaker. The total cost will be $800.

Committee Action: Based on the above information this project would be approved.

2. On-Campus Workshop. A group of faculty presents a detailed proposal for writing-across-the-curriculum workshops for GSC faculty. Most of the presenters will be from the Language Division, but two will be from other divisions. The proposal is aimed at all teaching faculty and the cost is estimated at $790.

Committee Action: Based on the above information this project would be approved.

3. Grants. A new course is to be offered in a certain division. The instructor of the course desires to attend a

workshop out-of-state that deals with the subject of the course. He argues that it will help him prepare to teach the new offering. The division chairperson approves the proposal and submits in writing a letter endorsing the activity as curriculum development. This letter is accompanied by the appropriate forms, including the out-of-state travel form. It will cost $600.

Committee Action: Based on the above information this project would be approved.

4. Professional Meetings, Conferences, Workshops. An individual is going to participate in a panel related to his discipline at a conference taking place in Michigan. He submits evidence of said participation along with all appropriate forms, including the out-of-state travel form. The total cost of the conference activity will be $950.

Committee Action: Based on the above information this project would be approved.

5. Advanced Study. A staff member is requesting funding for advanced study expenses for which she cannot get a fee waiver or other aid. She submits her request with a letter from her supervisor stating that the applicant's study is necessary for up-grading the employee's position. The total tuition and fees amount to $200.

Committee Action: Based on the above information this project would be approved.

APPLICATION FOR PROFESSIONAL DEVELOPMENT FUNDS

Date_____

Name of Applicant _____

Your Position at GSC _____

Title of Project/Activity _____

Location of Proj/Activity _____

Date(s) of Proj/Activity _____

Description of Project/Activity _____

Justification of Project/Activity (state reasons for project, objectives to be attained, etc.) _____

Costs of Project/Activity (designate each line item such as registration fee, transportation, room, meals, etc.):

All funds granted are reimbursements to requestor except those involving the invitation of a person or persons to campus. If the latter is the case to whom should the check be made out:

Action of the Professional Development Committee:

Approved _____

Rejected _____

Other _____

Date of Action: _____

GLENVILLE STATE COLLEGE

200 High Street
Glenville, West Virginia 26351-1292

(304) 462-7361

Language Division

TO: Bruce Flack, Robert Gainer, Nasir Assar, Tim Carney, Ronnie Faulkner, Carolyn Grove, Chris Orr, Barbara W. Tedford, Cheryl Curry, Michelle Garrison, Elizabeth Blake, Juanita Bayless, and Tim Bennett.

MINUTES

PROFESSIONAL DEVELOPMENT COMMITTEE FEBRUARY 3, 1987

Professor Ronnie Faulkner presided over the meeting of the Professional Development Committee at 12:30 p.m. on February 3, 1987 in the Library Director's Office. Others present were Professors Assar, Orr, and Tedford and Vice-Presidents Flack and Gainer.

The minutes of the January meeting were approved. Proposals to be considered included those from Robert M. Como, Dennis Wemm, Donald R. Phillips, and Jo Cleek.

Professor Como was present to give details of and answer questions about the writing across the curriculum seminars he was proposing to conduct in the spring of 1987. He explained how many faculty members would be involved, what their responsibilities would be, and what the time span of the project would be. After he left, the motion to approve in the amount of $2,250.00 was made by Professor Tedford, seconded by Professor Assar. The motion passed.

The committee next discussed a request for funds from Assistant Professor of Speech Dennis Wemm to participate in the South Eastern Theatre Conference Convention March 4-8, 1987 in Richmond, Virginia. A letter he had sent explaining the nature of his participation was read. Professor Orr moved that the request be approved; Mr. Gainer seconded. The motion passed with the stipulation that Professor Wemm note on the Travel Request form the nature of the additional fees in the amount of $54.50.

After some discussion, the request from Donald R. Phillips, Media Director/Associate Professor of Education, to participate in the International Business Field Experience in Europe March 12-25, 1987 was rejected on the grounds that it did not meet the guidelines set up by the committee. The motion to reject, made by Professor Tedford, seconded by Mr. Gainer, passed.

There was no proposal from Doug Whittaker, as listed on the agenda, but Dr. Flack had brought one from Jo Cleek, Assistant Professor of Education, to participate in the Annual Conference of Southern Association for Children under Six March 24-28, 1987 in Memphis, Tennessee. On a motion

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by Mr. Gainer, seconded by Dr. Flack, the proposal was approved.

Professor Faulkner noted that he had distributed to members of the committee a report of expenditures for 1986. $12,504,21 had been expended, although $16,600 had been granted.

Finally Dr. Flack commented on the proposed teacher exchange program for the spring and fall 1987 semesters. He said that school officials in the region had expressed interest in this exchange between public school and college instructors. It is estimated that four such exchanges would be arranged, to cost around $1800.

There being no further business, the meeting was adjourned at 1:20 p.m.

Respectfully submitted,

Barbara W. Tedford

Barbara W. Tedford, Secretary

SAMPLE REPORT TO THE COMMITTEE FROM A FACULTY MEMBER
IN THE LANGUAGE DIVISION

4/10/87

REPORT ON THE SOUTHEASTERN THEATRE
CONFERENCE CONVENTION, MARCH 1987

A. CHRONOLOGY

On March 4, 1987, I left for Richmond, Virginia with John Curran, a senior Interdisciplinary Studies student. We arrived in Richmond at midnight and checked into the EconoLodge Motel, about 3 miles away from the convention site at the Richmond Marriott. The next morning, we traveled through town to register at the Convention. John went to register for interviews with summer theatres for technical work, and I attended two professionally oriented workshops: one on the successor organizations to the American Theatre Association; the other a report on the activities of the Accuracy in Academia organizations, where faculty members and legal experts discussed how best to protect faculty and students' academic freedom.

I then attended a College and University Division Meeting at which we discussed plans for expanding the role of the Division in the West Virginia Theatre Conference and in the SETC as a whole. While this was going on, John put the finishing touches on the model for a production of "No Exit," which was entered in

the design competition. I then attended the all-convention business meeting, which reported that the organization had grown in the year since the ATA had collapsed.

Later in the afternoon, a second University and College Division meeting voted support for the Association for Theatre in Higher Education, the successor to the ATA. We also discussed working with the Secondary Schools Division to implement the guidelines proposed by the National Endowment for the Arts for encouraging theatre in the secondary schools. The guidelines were going to be distributed through the SETC. After dinner, I attended the convention-related production of "Isn't It Romantic?", presented by resident professional company in Richmond.

The entries for the design competition were placed on view the next morning, and after I looked at them I attended a workshop on the current requirements for publication in the various theatre journals and publishing houses that include a lot of theatre books in their programs. As John is intending to go on to study theatre in graduate school, he and I attended a rather disappointing workshop in expectations for students entering MFA programs. The next workshop, on developing a behavioral code of ethics for theatre students based on a model implemented at Northern Michigan University, was more successful. It gave solid, identifiable guidelines for students involved in a small, non-major theatre program.

The next hour I met with the other delegates who had come to the convention from West Virginia, and then attended the WVTC

Secondary Schools award-winning production of "Godspell".

After the program, I attended what had to be the most useful presentation at the whole convention, on the building and presentation of the scenic design model. The information and models presented at this session werevery helpful--the presenters are currently working on the first publication on this most difficult task facing a scene designer. A handout was included showing the processes suggested and the sources available for supplies. Following this, we had a meeting of all parties involved in Theatre in the state. There we decided on policies for the WVTC, and means of attracting new members especially in my area, the College and University Committee. We are going to attempt to find out who is a potential member, and develop a newsletter and directory for those who are interested in producing theatre on the college level. This is a major plus for a state in which even movies are looked upon as an extravagance.

That evening I attended a performance of "Lysistrata" at Virginia Commonwealth University, which gave me ideas for performing the play here at Glenville.

On Saturday, March 7 John had a number of interviews with theatres. I attended a workshop on "Theatre Sports", a kind of competitive improvisational theatre that is cheap to produce (it even pays for itself) and could make the producing organization a kind of magnet for students interested in performing (a good recruiting tool, in other words).

Following this, I attended another workshop on the minimalist staging of the classics that is the "international

style for theatre on the professional level today.

Following the lunch break, John and I attended the open critique for the scene design competition. This was a three-hour session with two professional designers, who gave me some very good suggestions for training this talented young man. If John hopes to go on to a graduate program as he plans, he has to work on his construction techniques and learn to abstract his ideas more. He also has to learn the techniques of using the verbal or written descriptions of those abstract concepts to make them clearer to those unfamiliar with the play. Unofficially, John placed fifth in the competition out of about ten entries (they only gave out prizes for the top three). He was competing against designers in MFA programs, with much more experience and savvy than he possibly could have developed without a major program in theatre.

After the closing dinner that evening, John and I met to discuss the critique and the convention in general. We then managed to outline a course study and projects that would get him into the graduate school of his choice.

B. CONCLUSIONS

At the convention I learned that the theatre is alive and well in the southeast, and that the major problem here is mostly the same as in other areas of the country--communication between theatre producers. I worked out a method for developing a

mailing list to include all of the colleges and universities within the state, and my division chair has agreed to support the effort; it is something he has wanted to do since he arrived last year.

The model building workshops and design critiques will help me to teach and design better sets--I think that this process has already begun with our production of "Story Theatre", which is still running at the time of this writing.

The workshop in behavioral guidelines will help in reorganizing the theatre program at GSC this fall. I have been looking for a way that the students involved in the program could police themselves and enforce their own rules, and this workshop helped me to develop a set of workable rules and regulations to support this effort.

I was able to get a handle on some professional problems that had been worrying me. The "Accuracy in Academia" workshop has helped me to develop a syllabus for my courses that will help protect the college and myself from possible action by this group or others that may raise some objection to my teaching practices.

Finally, I was able to meet with and talk about the replacement organization for the ATA, which I feel needs the input of small college producing organizations if it is to build a new organization and avoid making the mistakes that caused the breakup of the ATA. Having "ground floor" input in this organization will prevent them from representing only the needs and problems of large university programs. This lack of representation on the small college level was one of the main

causes of the breakup in the first place.

I feel that GSC must remain in contact with other academic producing organizations in the region. Attending this conference has given me the tools that will allow GSC to be a major part in the creation of the communications process. This will help in the development of theatre at GSC, and move us to the forefront in theatre in the state and region.